SIXTEENTH

ANNUAL REPORT

OF THE

BOARD OF DIRECTORS

OF THE

Girard College for Orphans,

FOR THE YEAR 1863.

December 31, 1863.

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KING & BAIRD, PRINTERS, 607 SANSOM STREET.
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To the President and Members of the Select and Common Councils of the City of Philadelphia.

Mr. President and Gentlemen:

On behalf of the Board of Directors of the Girard College for Orphans, I have the honor to submit its Sixteenth Annual Report to the President and members of the Select and Common Councils of the City of Philadelphia:

In its last report, this Board expressed views and opinions in regard to the condition of the institution, and its former administrations and the policy which the will of the founder authorized to be adopted. It was therein stated that a change in the system of administration was about to be inaugurated. To substantiate these opinions, a critical examination was made into the history of the College, and the result was expressed fully, frankly and respectfully. It is highly gratifying to state that the Board, composed as it is of eighteen directors, has never been divided during the past year in opinion on the important issues

involved in the proposed modification in the internal administration of the College. Those who were not fully prepared to adopt them, impressed with their value, and trusting that experience would justify the experiment, willingly consented to their submission to the test of a fair trial. Legislation based on such enlightened principles, having as its only incentive the best interests of the institution, and its adaptation to the largest capacity of usefulness, has not failed to produce the most satisfactory results. Justice to those who might have been reluctant to yield the sanction of their representative character to the proposed reforms, if not actuated by the purest motives, requires that this unanimity of action in the Board on these important questions should be stated. It is not to overstate the importance of the change in the policy of the administration of the College, to thus designate it. It affects not only the character of the institution; the welfare, happiness and education of those under its care; but also those who thereby have been admitted, over the standard population; as well as to the future of this noble charity. Neither can it be said to be

overstated when the experience of the past year can be reported as fully, entirely and satisfactorily endorsing and justifying these changes thus introduced. It is not a cause for surprise that criticisms existed and objections were made against this policy.

The Board of Directors therefore takes leave most respectfully to congratulate the Councils of the City of Philadelphia on the condition of the Girard College, in all and each of its administrative departments which the experience in the past year authorizes to be here expressed.

The year 1863 began with almost all the preparation necessary for the fair trial of the present system of administration. The Board had, by unanimous resolution, declared that the appointment and removal of all officers of the College in the household and education departments, should be placed in the hands of the President of the College. Thus the responsibility was placed in one officer, who could not avoid direct accountability to the Board, for the performance of the duties, proper and essential duties, of his position. The Board by its own action, or through its

standing committees was thus restricted to the inherent duty of legislation. This subdivision, or more properly, disconnection of the legislative and executive functions, was deemed not only absolutely necessary, but equally wise, for the success of the proposed system. It need only be reported to Councils that benefit must accrue from this change. Experience in our system of responsible government, either of communities and states, or in lesser jurisdictions, as public institutions, moulded on the same type, has demonstrated that accountability and efficiency are best secured, when the law-making and the law-executing authority are independent in action, but alike responsible for consequences. The best guaranties for prudence and deliberation as the elements of proper caution in progressive or stationary policies, are to be found in the conviction of those entrusted with the direction of public institutions, that they are liable, and will be held responsible for their official action.

Having adopted this principle, of vesting the power and responsibility in the President of the College, it followed that unity and har-

mony in the administration must be eventually secured. The educational system, the internal or household policy, the home influences, the moral teachings, the individual training, the essential progresses in the scope, capacities, constituents and usefulness of the institution, in its dual character as "an orphan establishment" and a "College," were centered in a focalized, intelligent, comprehensive and effective administration. Over this executive action the Board presided in its legislative capacity, enacting rules or laws to clothe these new executive functions with due authority.

There can be no doubt that such a reform was needed, and the past year's experience proved its want, and the advantages arising from its adoption.

The saving of money in the departments, the wise and liberal economy, the uniformity of action in regard to the discipline and regulations, orderly, and official industry, the regulated supervision, the earnest anxiety of the heads of the departments to harmonize in the discharge of their duties, in order to secure success, were some of the striking results at-

tained. Under this influence, those who were objecting, or impeding, or unwilling to aid, though not willing to admit, the successful operation of the new system, were brought into a light by which their true dispositions, no longer to be concealed, could be unmistakably ascertained.

An active, healthy, earnest, live condition was thus made to eradicate the systemless inertia which was about to settle over the destiny of the institution.

If no other benefit to the College and its future character has been secured, the fact is that henceforth, under the present arrangement, its direction must be uninfluenced by every and all considerations, but those which rest on the most highly approved principles for regulating educational establishments, which partake of the nature of a home and a college united. Under such a principle in its government, the happiness of the pupils; the increase in their number yearly, as the will requires; home influences, and the Christian care of their morals; the best education; the training for usefulness in life; the adaptation of the institution to the aims of the founder,

including instruction in "facts and things," theory and practice, mental and manual, and industrial or handicraft education; features made prominent, and those which are new, thus engrafted in the now unfolding character of the institution.

On the 3d day of January, 1863, your ordinance was approved, by which an appropriation was made for the maintenance and support of the 400 pupils then in the College, and authorizing the admission of 100 additional pupils. For both purposes jointly, the sum appropriated was $84,865, viz.: 400 pupils, $77,565, 100 additional, $7,300; of this sum, $84,865, with 500 pupils, but $83,586.09, was expended during the year, and the balance of $1,278.91, was unexpended and not drawn from the treasury.

The Secretary of the Board of Directors, Mr. Arey, whose long connection with the institution in that capacity, seemed to adapt him for the temporary position of acting President, was by resolution of the Board of Directors requested to perform the duties of that position until a suitable person should be elected to fill the vacancy then existing. Miss Anne

Robinson had been already elected Matron, and she had entered upon her duties. Mr. Field, the steward, had before been in that position. Thus the Board was enabled at once to admit the new pupils, and bring up the maximum number to 500.

Mr. Arey and the Matron directed all their energies to the accomplishment of the purpose of the Board, as approved by Councils; and undertook the initiative in the arrangements for the reformatory system, thus fairly introduced. The increase in the number of pupils from 300 to 500, required that all engaged in the administration should devote their energies to the completeness of success. To the educational staff of the College, both the lady teachers and the gentlemen professors, high praise is due and cheerfully awarded, for their willing labors, and most willingly did they lend their important aid. The economy which the acting President practised, and the skill required to accommodate these hundred pupils, receive the unanimous commendation of the Directors.

Under these arrangements the single idea of a college was in eclipse by that, larger and

more practical, the unity of a college education and a practical education, adapted to the various capacities of the pupils and their life destinies. Increased numbers and a comprehensiveness of purpose in the spirit of the administration of the institution were its coincidents.

The plan of introducing instruction in manual labor, for those of the pupils who were waiting for apprenticeship, as the will of Mr. Girard requires, and for such as by fully discovered incapacity for further mental education, had been in successful, though limited operation. Great advantages were attained by it. Pupils who had such knowledge were more readily apprenticed; habits of industry were formed, and a taste for handicraft employment engendered. The example of the manual labor class on all the pupils was good. It had the effect of establishing on their minds the fact that acquiring a trade was the next step in their life, after their direct relations with the College ended. This evoked thought as to the kind of labor most congenial, and in a degree facilitated their determination as to the branch to be selected.

The consequences of thus introducing manual labor as part of their college tuition, were practically beneficial. From the experience thus gained, it was, after careful consideration, thought desirable to create a department of instruction, with a professorship devoted to polytechnic instruction, to be designated "Industrial Science." To mature this plan required that the President of the College should give it his close attention, and as the presidency was yet but temporarily filled, no time was fixed for such consideration, as antecedent to its introduction.

The College having thus started with the year 1863, in the most satisfactory condition, the important duty was to be discharged of electing a gentleman suited in all respects, for the presidency of the institution under its present policy of administration. The names of several candidates were from time to time presented, either directly by themselves or by nomination of friends, in all cases accompanied by the highest testimonials as to personal character and professional qualifications. By unanimous agreement among the Directors, it was understood that the choice should

be made exclusively on the grounds of fitness for the discharge of the new responsibilities imposed on the officer, and his qualifications for the cognate duties of President of the College. To indicate the deliberation of the Board on this subject, and its anxiety to discharge the obligations of the trust imposed, the vacancy occurred January 1, 1863, and the election of the President took place May 10th, 1863.

The selection of Major Richard Somers Smith was almost unanimous, and made so by the Board. He is a native of the City of Philadelphia, though at the time of his election he was commanding a brigade in the Army of the Potomac. He was educated at West Point, where he was afterwards a professor. Twice appointed to positions in the army of the United States, yet while in civil life having served in educational institutions of high reputation as professor, he presented a record of qualifications, from experience and practical learning, which seemed to indicate him as the most suitable for the position. Selecting one, from many, is not freed from the influences which frequently produce a temporary want of satis-

faction as the result. The friends of those disappointed, it may be, are probably more numerous, and more demonstrative, than those, who, satisfied, are quiescent after exertion has lost its excitement with success. In this instance, however, the high character of all the gentlemen in nomination, and the conviction in the minds of all, that the selection of a President would be influenced only by the desire of the Board to perform a single duty, with the best lights attainable, the choice of Professor Smith was greeted without a whisper of criticism, entering into the general voice of cheerful acquiesence at his election.

Accordingly, on the 24th day of June, 1863, he was duly inaugurated to take charge of the College on the 1st of July following. The proceedings on that occasion are herewith transmitted. On the 1st of July, Professor Smith took charge of Girard College. Mr. Arey, on his retiring from the position as temporary Executive, received from the Directors a suitable testimony to his efficient labors in that capacity. A copy is herewith submitted.

During the last half of the year 1863, the

President devoted all his energies to master his position, understand his duties and its new responsibilities, and infuse into the administration of the College the energy, activity, and comprehensiveness which were so essentially necessary.

There were five hundred pupils under his care. To maintain economy in expenditures, supervision of the details of the establishment, the adjusting of the machinery requisite for its management, and harmonizing of former, with present views of the large number of officers and subordinates employed, demanded conciliation, firmness, and determined effort. The Board promptly sustained the new President in his quiet and conscientious labors.

A change so radical in some of its features, an earnestness so marked which directed it, did not fail to create an agitation in the heretofore unimpressible condition of the Institution. Conscious of right, believing that experience would fully justify the action of the authorized executive; lenient, patient, but firm, the Board was satisfied that the President's course would finally conquer the en-

lightened approval of the discreet and the reflective. So it has.

The pupils have been carefully watched over; their condition is improved; they are happy and cheerful, obedient, willing, and interested in their studies. The efforts to animate their self-respect, produce a proper emulation among them, stimulate their mental capacity to gain scholarship distinctions, and their moral and social character, to secure excellence in deportments, thus establishing a community and a home opinion among the boys, to exercise its influences within the College as like influences operate in society, have been productive of most marked benefits.

The suggestion heretofore made, that the will of Mr. Girard, in requiring facts and things to be taught to the pupils, or those who could be instructed by an objective system of education, now received the earnest attention of the President and the Board.

It was apparent to those who made a critical examination into the relation of each of the pupils to the College, and its obligations to them, individually or classified on the basis of mental capacity and physical fitness,

that a college education, as it is called, was impossible to be imparted or acquired by a per centage of those pupils. They were inmates of the "Orphan Establishment," so, for a certain period of time, and could only be returned to out-door life as apprentices to learn a handicraft. Those who in five years could not be taught more than the simplest rules of arithmetic, would reach a ripe old age before they would be proficient in a college course of study, and then to learn a trade, would educate them, probably for decaying examples of a mis-spent life. Those who had evinced a marked aptitude for special studies, scientific, mechanical, practical or industrial, were left to learn a regret, that they could not be taught in unison with their adaptation to acquire. Those who had received a good education, and wished a practical education added to it, thus to fit them for their future, were left half way between instruction and knowledge.

Co-mingling such diversity of individualities in one institution, governed, as this is, by the letter and spirit of the will of the founder, could not fail to make its condition far from

satisfactory. The boys were in an abnormal educational existence. Without ambition, impulse, motive, they were all on a level of mind and aim—to be, ended their effort. The quick, intelligent, active-minded, were on the same plane as the dull, slow, sluggish. The future of the one class was darkened by the shadows thrown over it by that of the others. Life, activity, energy, ambition, motive, were existing, but undeveloped.

To correct this condition, it seemed necessary to adopt the polytechnic system as far as possible. Thus, with a plan of honorary rewards for scholarship and conduct; education in industrial sciences and arts; a college course of study and a polytechnic course of education, it was believed, would begin a new era in the history of Girard College.

The Directors, at the instance of the president, adopted the outlines of plans for both, and during the year coming, 1864, by the liberal and enlightened legislation of your honorable bodies, they will be put into execution. In order that the City Councils may fully understand the character of these propo-

sitions, the accompanying extracts from the Reports of President Smith in regard to them is respectfully submitted. They contain the views presented by him at various times in reports, condensed in the present form as more easily understood without amplification or explanations.

It will be observed on a perusal of these communications of the president, that the collegiate standing of this Institution as a college, under the generally received impression which the term "college" creates, is elevated in the scale of educational establishments. A new professorship, of "Industrial Science," has been added to the Faculty. This chair has attached to it the branches of "Natural Philosophy and Chemistry," in addition to polytechnics.

The professorship which formerly taught natural philosophy and chemistry, has been changed, and is now designated as the chair of "Moral Science, Rhetoric, History and the Constitution." Mr. Girard, in his testamentary sketch of the course of studies to be taught in his College, has included all that are comprised in this new arrangement. So

plainly did he intend that a practical, as well as mere collegiate education, should be given to the orphans, that his description of this part of their course is not left to interpretation or conjecture to determine. He uses the words "*facts and things.*" The aim of the Board, under this revised system, is to provide the most approved means of teaching facts and things, as directed by the founder. His expressed wish, that "They shall be in-"
"structed in the various branches of a sound"
"education, comprehending reading, writing,"
"grammar, arithmetic, geography, naviga-"
"tion, surveying, practical mathematics, as-"
"tronomy, natural, chemical and experimen-"
"tal philosophy, the French and Spanish"
"languages, (I do not forbid, but I do not"
"recommend the Greek and Latin lan-"
"guages,) and such other learning and sci-"
"ence as the character of the several"
"scholars may merit or warrant. I would"
"have them taught facts and things rather"
"than words and signs, and especially I"
"desire that by every proper means a pure"
"attachment to our Republican Institutions"
"and to the sacred rights of conscience, as"

"guaranteed by our happy Constitution," "shall be formed and fostered in the minds" "of the scholars," has also been carried out. So that the changes and additions and improvements in the department of instruction thus made, are in strict accordance with the will of Mr. Girard, and have been adopted by the Board under the highest sanction of a faithful performance of its fiduciary duties.

Those, therefore, who predicted that Girard College was to be levelled down to a manual labor school, as a consequence of the adoption of the views of the Board as expressed in its last annual report, have been mistaken. All that is asked for a successful trial of the experiment now in operation, can be succinctly stated in the respectful request, that it will be aided in proving itself by the City Councils.

On the 2d day of May, 1859, Mr. Lawrence Todd, a citizen of Illinois, died, leaving a will which contained the following provision:

"*Seventhly.—I do devise and bequeath all the proceeds of my real and personal estate to the Trustees of the Girard College at Philadelphia,*

for the education of males, and in trust for said College, and I appoint and require my said executor to pay over the same to such person as the Trustees or President and Trustees of said College shall duly appoint as an agent for the purpose of receiving the same.

The Board of Directors had, on one or two occasions, made some efforts to ascertain the amount of the estate and the nature of the property so devised. It was ascertained that much difficulty existed in the settlement of the accounts by the testator, and that without prompt action loss might be sustained. After consideration of the question, it was deemed wise and necessary that the committee, which had the subject under its care for a long time, should make a visit to the locality in which the estate was, and take measures to secure a portion, if all was impossible, of the legacy. This was done.

On the day following the reception by the Board of the report of this committee, the Board directed the facts to be communicated to Councils, which was done. A copy of the communication addressed by the President to Councils is herewith respectfully submitted.

To the President and Members
of the Select and Common Councils.

PHILADELPHIA, NOV. 12, 1863.

GENTLEMEN:—The Board of Directors of the Girard College, at a meeting held November 11th, 1863, received and considered a report from a special committee appointed to investigate the condition of the bequest made to the College by Lawrence Todd, late of Macoupin County, in the State of Illinois, in the year 1859. This special committee, consisting of George W. Nebinger, M. D., chairman, and Messrs. Luther Martin and John Fest, after visiting Carlinville, in said county, obtaining all the information in relation to the testator and his estate, copies of the account of the executor, examining the present condition of the assets of the real and personal property, gave such instructions to the executor as the urgent demands for its prompt settlement demanded. Accompanying the report was the sum of seven thousand five hundred and eighty-seven dollars and fifty cents in cash, received by the committee on account of the personal estate of the decedent, from the executor. By this report, it appears that in the year 1859, one Lawrence Todd died in Carlinville, having made his will, by which he devised his real and personal estate, after payment of debts, to the President and Trustees of the Girard College. A copy of this item of the will is embraced in the resolution hereinafter referred

to. The condition of this estate requires that it should be carefully managed, owing to the nature of the investments by the testator in his lifetime. Money loaned in various sums to his friends and neighbors, many of whom are now unable to pay, others having taken these loans at usurious interest, which relieves the security, and others who have left the State. Some of the land has been sold for taxes and redeemed, and a small tract is now under decree of sale. The executor asked and received instructions in regard thereto from the committee.

While this report and the resolution attached was under consideration, Daniel M. Fox, Esq., offered the following resolution, which was unanimously adopted, and I have been directed to transmit it to the Select Council, over which you preside, and I have the honor herewith to enclose it to you.

Most respectfully yours,

RICHARD VAUX,
President of the Board of Directors.

RESOLUTION.

Resolved, That the President of this Board be instructed to communicate to Councils the fact of the receipt of the sum of seven thousand five hundred and eighty-seven dollars and fifty cents, the net amount after expense of collection, as reported by a committee of this Board to-day, being part of the

assets of the estate of Lawrence Todd, late of Macoupin County, Illinois, bequeathed by him in the following words; "Seventhly, I do devise and bequeath all the proceeds of my real and personal estates to the Trustees of the Girard College, at Philadelphia, for the education of males, and in trust for said College, and I appoint and require my said executor to pay over the same to such person as the Trustees, or President and Trustees of said College shall duly appoint as an agent for the purpose of receiving the same;" and that Councils be requested to authorize this Board to make such disposition of the entire bequest as this Board may deem most in accordance with the object of the testator.

Attest, HENRY W. AREY,
Secretary of the Board.

Taking the will of Mr. Todd as its guide, the Board proceeded to act under it, as the designated authority created by the will itself. A careful reading of it, as above referred to, will show that Mr. Todd made the Directors of the College, or those persons who held that position to the College, his testamentary agents, to receive the funds he decreed to the Institution over which they were the directing authority. It is by the will of Mr. Girard that the City of Philadel-

phia was made his trustee. It is by the will of Mr. Todd that the function of testamentary agents to receive and dispose of his legacy or the money devised by him was vested in the Directors. The will was drawn in the State of Illinois; there Mr. Todd lived and died. Taking the usually understood custom as his guide, Mr. Todd, without exact technical information, believed that the Girard College was governed, as almost all colleges are governed, by a Board of Trustees appointed for that purpose. Hence he determined that the authorities directly engaged in the duty of directing the affairs of this Institution should be his agents for executing the intention of his will. The usual designation of these governing authorities is "Trustees," or "President and Trustees," and the testator adopted this general or customary description. It is sufficiently clear not to describe a municipal corporation, and excludes "The City of Philadelphia," by any construction, and the words 'President and Trustees.' That intention is the best interpretation of the language used by him.

He clearly designates the Directors, by

the term President and Trustees, as his own agents, and therefore the idea of the City of Philadelphia being made his Trustee, is by Mr. Todd's will, clearly impossible. The identity of the Directors of the College (or its Trustees) is thus made manifest by the well established rule of construction. The words "President and Trustees" cannot mean the "City of Philadelphia." Under this authority the Board received the sum obtained by its Committee, and is prepared to disburse it, as in its conscientious opinion will best subserve the interests of the College and carry out the intentions of the Testator.

But as the Directors are the agents, by election of the Trustee under Mr. Girard's will, and thus made competent to act as the testamentary agents of Mr. Todd, it was deemed respectful to present to the Select and Common Councils of the City of Philadelphia, as the appointing power of the Directors, all the facts in this case, and ask that their sanction should be given for such distribution of this fund as the Board should deem best. This course, while it was not essential to legalize the act, was respectful to Councils, and could not im-

pair the validity of the authority of the Directors. So little interest had been taken by any one in securing the legacy of Mr. Todd, that from the date of his death, the 2d of May, 1859, until Nov. 12th, 1863, the time the Committee deposited with the Board the first payment on account of the legacy, no effective effort had been made to accept the liberal bequest of this stranger to our State.

And now, after the communication of the Board to Councils dated November 12, 1863, no action has been taken by them on the subject. This seems to indicate that the City Councils fully approve of all that has been done. The Board is satisfied it should rest on this implied sanction, if an affirmative legislation, so easily within the power of those bodies, is not deemed necessary. Under the circumstances, the authority upon this plain construction of the will is fully sufficient.

It would be difficult to present to Councils better evidence of the administration of the College during the year 1863 than is shown by the following table of appropriations and expenditures and the number of pupils in each year since the year 1851:

Year.	The average No. of Pupils.	Sum appropriated for the year.	Sum expended in the year.
1851	300	$62,900.00	$61,794.14
1852	295	61,250.00	60,512.37
1853	295	63,800.00	63,309.76
1854	300	73,225,00	71,402.37
1855	300	83,330.00	81,754.84
1856	305	85,380.00	82,963.33
1857	295	92,340.00	88,173.42
1858	350	87,280.00	81,949.38
1859	325	88,430.00	85,762.25
1860	340	87,080.00	80,943.53
1861	375	93,930.00	81,547.49
1862	400	77,375.00	73,247.72
1863	500	84,865.00	83,586.09

The cost of necessaries used in the Institution has advanced during 1863 at least 40 per cent., and with this increase of cost, for the year 1864, $102,000 has been appropriated for six hundred pupils, the now authorized population of the College for that year.

Within the past three years the cost of all the supplies used in the College has increased. During the year 1863, that increase has been equal to 40 per cent. over the year 1859, and at least 50 per cent more than the year 1857. Notwithstanding this advanced rate for maintenance and support, including the necessary food and clothing, and the luxuries furnished, the comparative cost for the years 1862 and 1863 over 1857 and 1859 is very remarkable.

In making this comparison, it is most proper to consider the average number of pupils in these several years. The deductions which are thus to be obtained, from these facts, will, it is believed, establish all that has been claimed for the present policy established by the Board of Directors. The following table presents these facts in the mode best suited to institute the comparison, and make the contrast. It will be seen that in the year 1857 there were 295 pupils, costing $88,173.42, and in the year 1863 there were 500 pupils, costing $83,586.09.

Year.	No. of Pupils.	Sum expended.
1857	295	$88,173.42
1858	350	81,949.38
1859	325	85,762.25
1862	400	73,247.72
1863	500	83,586.09

The better to understand the economy which has been introduced within the past year, the "sum expended" is itemized for the years 1857, 1862 and 1863. A comparison between these several items of expenditure, keeping in view the number of pupils each year, and the increased cost of maintenance and support, during the two last years, can be readily made.

These figures prove, that the present Board of Directors, under great increase in cost, have during 1863, *maintained, educated, and clothed an estimated average of say* 470 *pupils, at an expenditure of* $4,587 33, *less than* 295 *pupils were maintained, educated and clothed in the year* 1857.

Expenditures.	1857. 295 pupils.
Household	$67,998 96
Instruction	16,442 80
Accounts	2,115 24
Library	1,320 50
Discipline and Discharge	295 92
Total expended	$88,173 42
Undrawn from the appropriation for the year	4,166 58
Total appropriation for the year	$92,340 00

Expenditures.	1862. 400 pupils.	1863. 500 pupils.
Household	$59,535 72	$69,458 77
Instruction	11,303 36	11,855 17
Accounts	1,919 32	1,564 91
Library	144 33	96 17
Discipline and Discharge	344 99	146 07
Admission	.....	15 00
Manual Labor	.....	450 00
Total expended	$73,247 72	$83,586 09
Undrawn from the appropriation for the year	4,127 28	1,278 91
Total appropriation for the year	$77,375 00	$84,865 00

The number of pupils for the years 1862 and 1683, are authorized by the ordinances of Councils for those years. The figures are taken from the accounts of disbursements.

These facts require no further comment. The record is made. All future administrations of the College must be based on these results, and the usefulness and the benefits of the Institution thus established and secured, will resist either retrogression or inaction.

During the past year the health of the pupils has been very satisfactory. In the month of January, 1863, great anxiety was produced by the appearance of small-pox among the boys. This disease was not unfrequent in the neighborhood, though it had not assumed its worse form, or become prevalent. Still the Acting President and Miss Robinson, the Matron, and the Attending Physicians, Drs. Biddle and Hollingsworth, were startled by its development in so large a population as was then in the College. All human means were adopted to subdue its ravages and prevent its spread. Exertions without stint, courage which faced the approaching danger, and judicious treatment were, under Providence, sufficient to protect the household from the usual consequences of this alarming malady. Eight boys were attacked and one died. The fatal case was that of Charles Cathcart, who died March

2d, 1863, aged nine and a half years. On the 30th April, 1863, Jackson K. Landsdown died of chronic disease of the heart, and on the 22d May, Robert Lockhart died of convulsions. He had only been admitted into the College a few weeks prior to his death. Thus the total mortality for the year was three, on an average population of say 500 pupils.

When the causes of death are considered, the per centage of mortality is most remarkable. This in itself is a test of the favorable condition of the Institution both as to diet, cleanliness, ventilation and general hygiene, which fully demonstrates all that the most elaborate statement could prove.

Since the disappearance of this disease the health of the inmates has been unusually good, so much so that days have passed without an inmate in the infirmary. The Directors feel deeply sensible of this goodness of an overruling Providence, and thankfully acknowledge that the mercies of God are "new every morning."

The moral training of the pupils is carefully attended to, not only by suitable lessons, but also by those influences for good which belong

to the teachings of *home* or *family*. This later means of culture which are so important, require more perfect systemization. To accomplish this is a difficult task. It is not easy to supply by any system, and artificial at best, the anxious care and sympathy and admonition of parents. Formulas, or formality, partake in too great a degree of the coldness of a prescribed duty, unless the earnest spirit of pure religion animates this duty, in the teacher, into zeal. To attain, and to restrain such zeal when attained, alike require effort and oversight, Sectarianism is forbidden, yet those fundamental truths of Christianity which claim the faith or respect of all intelligent minds, are taught to the pupils and impressed on their comprehension by suitable instructors on every Sabbath, and during the week, at stated times, each day. But it is the "*Home influence*" which is most difficult to be established in the College. Its want is manifest. Efforts will continue to be made in the hope it may be at least partially realized.

Presenting to the Select and Common Councils of the City of Philadelphia this account of their stewardship for the past year, the Direc-

tors of Girard College trust and believe that continued confidence has been justified in their official character. Actuated by the highest incentive of public duty; confirmed in the wisdom of their policy; satisfied with the results they have in so short a time produced from it, the Directors, individually and collectively, are willing to be judged by any test which an enlightened and impartial intelligence may approve.

Whatever of criticism may be evoked, it cannot fail to be observed as the results of the labors of the past year, and when observed, undeniable, that Girard College is now nearer in accord with the letter and spirit of the intention of its founder than at any period since its establishment. Its comprehensiveness of idea has been developed, its capacities eliminated, its usefulness extended, and its benefits adapted to the necessities for which it was created. Economy, activity, earnestness and system have been introduced into its management. Double the number of pupils have been added to its beneficiaries, and maintained at a less expenditure than little more than half that number previously required, notwithstanding the

largely increased cost which characterizes the present, over former years. The educational department has been elevated in its character, and polytechnic instruction has been introduced into its collegiate studies. "Pedagogic powerlessness" has no appropriate sphere for its inertness, while approved educational activities are invigorating its administration, and enlarging its limits for practical benefits.

Respectfully,

RICHARD VAUX,

President of the Board of Directors.

February, 1861.

APPENDIX.

Extracts from the Monthly Reports made to the Board of Directors by the President of the College.

MANUAL LABOR.

SEPTEMBER 22, 1863.

* * * a large and liberal plan, contemplating the introduction of instruction in manual labor into the College, requires that such a system should take its place among the Departments of Instruction, and instead of being self-supporting, must be maintained like any other department, contributing only incidentally to the economical service of the College. Its adoption will therefore involve the expense of an additional department.

As to its bearing upon the mental cultivation of the pupils, it must, in order that its benefits may be efficiently applied, interfere in some degree with the time given to school studies. Its importance and value would, however, fully justify the retardation in the speed with which the studies might otherwise have been *gone over;* while another advantage of the system might be looked for in the good effect upon the studies which would be produced by the alternation of intellectual and manual culture.

* * * * * *

If work should be produced having a value in the

market, the proceeds, after deducting the cost of the material, might be applied to the benefit of the individual producer, or of the class, at the time of being bound out. This system having for its principal object the education of our pupils in the use of their hands and eyes, and the accustoming them to labor and industry, it would seem impolitic to farm out their labor after the manner of penal institutions. Economic results can be looked for only as incidental to the presence among us of skill in the various handicrafts.

I think it is admitted that the absence of any well organized system of manual instruction is a want in our teaching. The "poor white male orphan," dwelling for eight or ten years in comfort almost amounting to luxury, waited upon by servants and machinery in nearly all his domestic requirements; unused to labor, or laboring only occasionally, with some reward in view in the form of extra privileges, finds it hard to descend from his fancied elevation to the lot of a simple apprentice, and his disappointment is not soothed by the discovery that with all his learning, he has not learned wherewithal to give ready satisfaction to his master.

This view of the subject has, I know, received the attention of the Board on former occasions, but I hope I may be allowed to refer to it now, as an inducement to apply the only remedy that seems adapted to the circumstances, viz.: the organization, at as early a period as possible, of the *Department of Manual Instruction.*

October 24, 1863.

* * * After much reflection, I propose the organization of a new department of instruction, to be called "*the Department of Industrial Science.*" I am more than ever convinced of the great advantage to the College's reputation and usefulness, to be derived from the introduction of such a practical course of study as could be brought into operation by a well arranged and conducted system of class-rooms, (shops,) where instruction in many branches of industrial art could be given to a large number of pupils; instruction that would stay by them forever, because impressed upon them by actual manual practice. For example: the making of models of bridges, roof-trusses, and of joiners' work in general; models of castings, machines, &c.; and the use of the wood-lathe. Moulding and casting in plaster of Paris. Working in iron, at the forge and the lathe. Type founding and stereotyping; type-setting and printing. Electroplating; photography; dyeing; soap-making; the manufacture of pigments; and many applications of Chemistry to common life, needless now to mention. The polytechnic idea also includes the development of Graphic Geometry, and the making of its appropriate models; also the formation of a School of Design, for the cultivation of original ideas of form and color, as applied to domestic wares, of metal or pottery, to gas-fixtures, furniture, patterns for calicoes, wall papers, &c., &c., &c.

Under such a system, moreover, the higher branches of mathematics and physics would be pursued with a zest that must always accompany that healthy diges-

tion of book-knowledge, consequent upon the application of school learning to practice.

* * * * * *

I find in the College a certain degree of impatience of study, an inertness, a dragging along, an infection of "young-Americanism," a disposition to flounder along through duties half done; hurrying to reach—what is never attained—an "easy success;" and I observe that this state of things is confined to the higher departments of study. In the elementary departments there is life; but as soon as the boy has acquired the rudiments of his English, or common school education, he begins to chafe, and to feel that it is time for him to *go out*, and to make haste to "finish (!) his studies,"—which of course he does without much heart.

I think this a very serious evil, and I am most anxiously endeavoring to remedy it by precept upon precept. But the true remedy doubtless is, to introduce ART as the handmaid of SCIENCE, and to lay the foundation for knowledge in a realizing sense on the part of the pupil of his *practical ignorance*, and to raise his ambition in the act of cultivating his faculties and teaching him the dignity of labor.

* * * I would propose also the establishment of a chair of *Moral Science*, *Rhetoric*, *History*, *and the Constitution.* These branches of study are nearly related to the requirements of the will, (vide Pars. 7 and 9, Art. XXI.)

Par. 7. "They shall be instructed in the various branches of a sound education, comprehending Reading, Writing, Grammar, Arithmetic, Geography, Navigation, Surveying, Practical Mathematics, As-

tronomy, Natural, Chemical and Experimental Philosophy, the French and Spanish languages, (I do not forbid, but I do not recommend the Greek and Latin languages,) and such other learning and sciences as the capacities of the several scholars may merit or warrant. I would have them taught facts and things, rather than words and signs."

Par. 9. "Those scholars who shall merit it, shall remain in the College until they shall respectively arrive at between fourteen and eighteen years of age; they shall then be bound out by the Mayor, Aldermen and Citizens of Philadelphia, or under their direction, to suitable occupations, as those of Agriculture, Navigation, Arts, Mechanical Trades and Manufactures, according to the capacities and acquirements of the scholars respectively, consulting as far as prudence shall justify it, the inclinations of the several scholars, as to the occupation, art or trade to be learned."

* * * * * *

I do not think eight years any too long for the accomplishment of such a course of study as would fit our pupils to take a respectable position on setting out in life, and redound to the honor of the College I consider the college life of our pupils as lying between the ages of ten and eighteen. A boy admitted at six years of age must spend about four years in the acquisition of rudiments. It might perhaps be possible to continue the education of some of the pupils of distinguished ability, until they are of age, by assigning to them the functions of some assistant office of instruction, so as to justify their remaining in the College after completing the ordinary full course.

HONORS AND REWARDS.

December 7, 1863.

The honors to be conferred upon pupils in the College are of two kinds. First, those which reward *fidelity to duty*, and second, those which distinguish *talent* and *success*.

1*st*. Those pupils who, in the unanimous judgment of the joint Board of Officers, have established the *highest character* for diligence in study, and propriety of conduct, and *in all other ways proved themselves worthy of confidence*, are enrolled in a *Class of Honor*. They are divided according to comparative excellence, and duration of membership, into first, second, and third degrees, the third being the highest.

2*d*. At the close of each month those pupils who have received in any department of study an average of 9.5 in *scholarship*, are entered upon the *monthly Roll of Star Scholars*.

The monthly roll of Star Scholars, and the roll of the Class of Honor, will be suitably engrossed and suspended in the Directors' room. Upon the same principle honorary certificates or tokens will be periodically awarded in the Junior and Primary Departments, to the deserving and successful, and the Merit Roll, and Roll of Star Scholars displayed in the Directors' room.

The number of those constituting the Class of Honor shall be without limit. The first degree will be formed first, and after three months novitiate, during which the members must maintain their standing at the required grade, will be *enrolled*, and

the roll will be suspended in the Directors' room. After having been enrolled for one month, the first degree will be promoted to the *second;* at which stage it will remain for *four months*, when it will be promoted to the third degree.

At the time of *enrollment* of the original first degree candidates will be nominated for the new first degree, who will serve a novitiate of one month; and at the time of the promotion of the old first degree they will be *enrolled*, &c. (as above), and constitute the first degree for *four months.* At the time of the enrollment of the new first degree, a third set of candidates will be nominated to succeed it as before.

At any time after the nomination in a body of the new first degree, candidates may be nominated, but they will serve a probation of one month before *enrollment.*

The privileges attending membership of the Class of Honor will be the freedom of the woods to the first and second degrees, and of the College grounds to the third, permission to go out on Saturday from 9 A. M. to sun-down, viz.: once a month to the first degree, twice to the second, and three times to the third.

The privileges attending enrollment in the *roll of Star Scholars*, will be one Saturday out for every *two stars*, each star representing success in a department of study, viz.: one star each for natural science,* modern languages,* drawing and book-keeping,* mathematics,* and English studies.*

In case the claim of a pupil on both rolls should exceed the number of Saturdays in a month, Saturday

night and Sunday may be added, the addition to count as equal to two Saturdays.

To the Class of Honor will be reserved the occasional privileges of going out of the College on business of the College or its officers; of filling the posts of monitors; and of receiving visits from friends, on previous application made to the President of the College.

The badge of the first degree will be a small piece of heavy narrow *red* ribbon, (say one quarter to a half an inch square,) worn at the upper button hole of the left lapel of the coat. That of the second degree, a *light blue* ribbon, worn in the same manner; and of the third degree, a *white* ribbon, worn as above.

The Class of Honor is the chief guardian of its own integrity; and promotions, and degradations, or depositions may be recommended by a vote of a degree, as well as made by the action of the joint Board of Officers; but original nominations will be made only by the joint Board, and the vote or action of a degree will be subject to the revision of said Board.

It is assumed that punishment will be unnecessary in the Class of Honor, and that each faithful member thereof, if inadvertently guilty of any offence, shall immediately declare himself to the authorities without waiting for detection or report. He shall then be forgiven, admonished, degraded, or deposed, according to the circumstances attending the offence.

A proper *esprit-de-corps* is relied upon to purge the class of all unworthy members.

Resolutions adopted by the Board June 29, 1863, in relation to the Services of Mr. Arey.

Resolved, That the eminent and valuable services of HENRY W. AREY, Esq., as acting President of this College during the last six months, fully deserve, and hereby receive, the highest commendations and most heartfelt thanks of this Board.

Resolved, That in the discharge of the manifold and arduous duties connected with the position of first executive officer of this institution, HENRY W. AREY, Esq., has displayed high intelligence, great administrative ability and firmness, coupled with gentleness of manner; such as have won for him the highest regard of every member of this Board.

Resolved, That whilst bestowing his unremitted parental care on the physical and moral wants of a larger number of pupils than had ever before been harbored in this Institution, Mr. AREY has, in the admission, classification, and equipment of an additional number of one hundred pupils, manifested a conscientious desire to husband the public funds, and, by his prudent economy, has successfully aided the Board in its efforts to save the expenditure of large amounts of money.

Resolved, That these resolutions, properly engrossed

and signed by all the members of this Board, be presented to HENRY W. AREY, Esq.

Resolved, That these resolutions be published in all the daily papers of Philadelphia.

RICHARD VAUX,

JAS. J. BOSWELL,
WM. BRADFORD,
HENRY C. CORFIELD,
JNO. FEST,
JNO. O. JAMES,
LUTHER MARTIN,
MORTON MCMICHAEL,
GUSTAVUS REMAK,
GEO. C. BOWER,
WM. W. BURNELL, M. D.,
WM. DIVINE,
ROB. M. FOUST,
FRANCIS P. MAGEE,
WM. MAYBURRY, M. D.,
GEO. W. NEBINGER, M. D.,
HENRY YALE SMITH, M. D.,

WM. WELSH.